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ABSTRACT

The second of three booklets developed by Project MAY (Mainstreaming Activities for Youth) is intended to aid youth serving agency personnel in planning, organizing, and implementing the mainstreaming of handicapped youth into regular programs. Eight steps in a planning/program development model are explained: describing the present program, stating goals, listing present and needed human resources, listing present and needed physical resources, listing present and needed financial resources, identifying the relationships and processes for implementing the program, scheduling development activities, and evaluating the mainstreaming program. Forms and checklists corresponding to program development steps are appended. (SBH)

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Mainstreaming

Book 2

A Guide to Developing a Program

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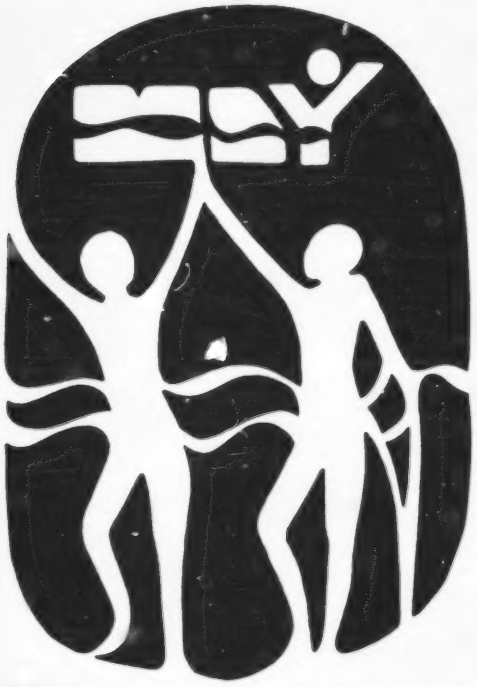

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All Program Areas Volunteers and Professionals

This booklet was developed by Project Mainstreaming Activities for Youth (Project MAY), a collaborative effort of youth serving agencies to plan, develop, implement, promote, and evaluate the mainstreaming of handicapped youth into regular programs. The participating youth agencies are: The American National Red Cross Youth Service Programs; Boys' Clubs of America; Boy Scouts of America; Camp Fire, Inc.; Future Homemakers of America; Girls Clubs of America; Girl Scouts of the U.S.A.; National Board of YMCA's; National Board of YWCA; National 4-H Council; and National Jewish Welfare Board.

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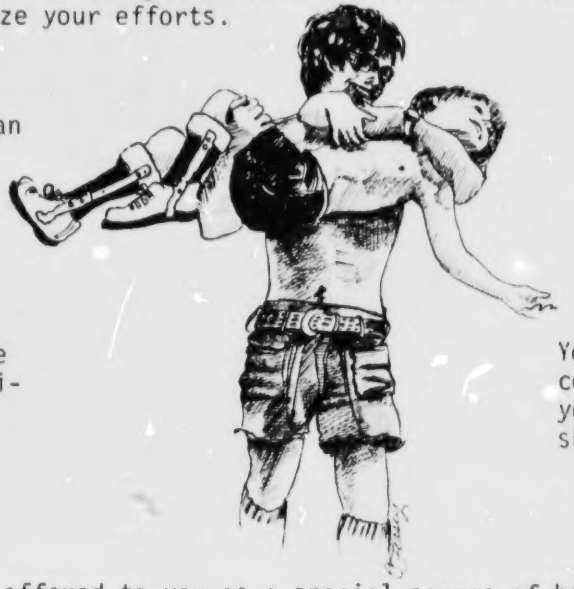
Introduction

Doing something new is exciting! Doing something new . . . and doing it right . . . is both exciting and rewarding. This workbook is designed for you and your efforts in making the mainstream a reality.

As part of a national youth serving organization, you have had the tremendous advantage of stepping into a well-structured basic program. Not only have you benefited from the general awareness of what your program is all about, but also a natural identification of who you will be serving. Your organization has provided you with listings of recommended activities, suggestions about how to carry them out, and even a calendar to help schedule and organize your efforts.

Mainstreaming may mean some changes in your approach.



You may need to modify an activity to meet the needs of a more diverse group.

You may want to serve youth who do not ordinarily approach your program.

You may be excited about cooperating with another youth serving agency to share a broader mainstream.

This publication is offered to you as a special source of help in planning, organizing and implementing these changes. It helps you to get the job done.

The language of the planners is used throughout the book. This will help as you discuss your plans with others. The terms are explained and examples are offered to help you move as quickly as possible to do what you wanted to do in the first place - serve people!

All communities have the resources to allow for mainstreaming in any youth program. With your commitment the job becomes one of planning and implementation, of imagination and initiative, and of excitement and creativity. . .

Welcome to the World of Mainstreaming!

Mainstreaming

Getting Started

Each person using this workbook starts with their own unique set of experiences, background, skills, etc. You share in common your desire and interest to create an effective mainstreaming experience. In order for everyone to reach this goal as quickly and efficiently as possible, you are encouraged to take a few minutes to look through the contents of this book.

If you already know the terms and concepts, feel free to use the examples and forms to get started more quickly. If a lot of this is new to you, start at the beginning and work through the explanations and the model. Read the completed examples and become familiar with the application of the model to real life situations. Then proceed to your mainstreamed program ideas and use the forms to develop your approach.

Our planning/program development model is a common and simple one. The steps are:

Step 1. Describe your present program, the program which you are modifying as necessary to achieve a mainstream status.

Step 2. State your goals, i.e., "this is what I want to achieve."

Step 3. List your present and needed human resources (this is the "people" element of your plan).

Step 4. List your present and needed physical resources (this is the facilities and equipment element of your plan).

Step 5. List your present and needed financial resources (this is the "dollars" element of your plan).

Step 6. Identify the relationships and processes which will be necessary to make your program happen. This is your strategy or action plan of putting the pieces together.

Step 7. Timing or scheduling how and when the parts will need to come together.

Step 8. Evaluate. Decide ahead of time what you will consider a success. If it's skill development, how will you measure it - if it's fun and involvement, how much?

For small changes these steps may flow together with little need for formal planning. Major changes may require that you pursue each step in detail with attention given to being both formal and specific. The steps are one more tool for you to use in achieving your mainstreaming goals.

A Quick Look Back

Before you proceed with work on each of the planning steps, pause for a moment to reflect on planning which you have already completed. Perhaps not planning with a "P"lanning, but some innovative steps which you have taken to add meaning, breadth or depth to your program. We frequently make small changes in our programs with little thought about the process we go through to make it work.

Take a few minutes to make some notes about one of these experiences. Include your reflections on why you did it, who benefited from it, and how you felt about the outcome.

NOTES:

Now take some time to share these reflections with your group. Note particularly the feelings which we have about such activity; frequently, feelings which we have in common, but sometimes not shared with those around us. At times our best intentions do not lead to the desired outcome but we feel good about having made the effort and achieving as much as we could.

Brag a little! Good feedback requires good input. Share your feelings of accomplishment and achievement - it helps others to know you, as well as share their good feelings about what you have done.

A Story of ~ ~ ~

The authors of this workbook want you to develop some basic planning skills as quickly and easily as possible. You like working with people and being part of personal growth and development. You need only have sufficient skills to modify your program, not to create major new programs.

To facilitate your learning, we will introduce each of the steps and provide an explanation. How these are used is illustrated with the story of . . .

John and Kathy

Perhaps not typical of the "average" American couple, John and Kathy are representative of those who are close and involved with national youth serving organizations. They share an excitement and enjoyment of raising and participating with their family. Owners of a small local business, they share their work load to allow each other the opportunity to pursue their interests.

John has been active in the local "Y" since childhood. As his boys reached the age for Scouting, he accepted leadership responsibilities which are now focused on leading a troop.

Kathy has become a "physical health buff". She jogs regularly and teaches an exercise class during the winter months. She was active in Camp Fire as a child and is now an assistant leader for a local group.

At a recent party John and Kathy were sharing some of their experiences in youth work. A friend shared her frustrations about the young people in her junior high school classes who seem to never be involved with such activities. She offers a challenge, "can you help"?

John and Kathy have discussed this challenge with friends and family. They agree to accept it.

Follow now the efforts of John and Kathy as they set about the task of developing a mainstream program.

Step 1 · Describing your Present Program

While many programs have a general description provided by the parent agency or organization, most of them develop unique characteristics as a result of leadership skills and interests, needs of those being served, and/or several other factors. It is this special uniqueness which you need to put on paper.

You may have a special emphasis on certain activities, or served more youth by organizing smaller groups within the total program. You may have worked out a special meeting schedule which seems particularly attractive to some, or use a combination of faciiities that broadens experiences and exposure for youth. Use the Program Description form to highlight the special nature of what you are doing.

John and Kathy

As John and Kathy discuss what they are doing, they discover that both have been emphasizing physical health and exercise in their youth groups. Young people have sought out their groups because of the attractiveness of this approach.

Perhaps due to their own desire to spend more time together, and/or perhaps of the need for young people to mix in healthy social settings, they have planned a schedule where their groups interact with each other and with other groups. Members of their groups seem to enjoy the group identity, feeling part of a special group, but also the sharing and growing with other groups.

They decide to highlight these special features in write-ups of each of their programs.

Step 2. Goals: Old and New

Every program is there to achieve something - what is it? For some programs this is very clearly stated and an integral part of all of the literature. For others it is more of an implied goal than an explicit one. It is always present in some form for all programs.

You may have developed some very specific goals for your program. Because of who you are, what you do, and/or who you serve, these may have a very special meaning and purpose. State these on your form, Goals, then move to a statement of objectives for mainstreaming your program. Your mainstreaming goals should appear very general compared to your objectives. While your goals should be specific to mainstreaming, they should reflect long range direction or potential. Your objectives should indicate intermediate steps or targets to be achieved as you work toward the goals.

State your present and proposed mainstream goals and objectives clearly with as few words as possible.

John and Kathy

Before John and Kathy proceed to this step, they share their program descriptions with their "challenging" friend. The three discuss how and to whom this information would be attractive. Two groups are identified.

Group I includes 10 to 15 boys and girls who are bright, under-achieving, disruptive students. They have records of poor school attendance, low grades and are frequently caught experimenting with drugs and alcohol.

Group II includes 8 to 10 "slow learners" which the school has identified as having learning disabilities. They are frequently frustrated in regular classes and try to spend as little time as possible in the Resource Center. They are occasionally in the group caught experimenting with drugs and alcohol.

John and Kathy make some decisions. Although their current programs are not attractive to either group, the shared group activities seem to have potential. They decide to try to mainstream as many of both groups as possible into the shared group activities. This is shared with young people in their current programs and it is accepted with excitement.

Resources: A Definition

As you begin to work on identifying resources for your mainstreaming effort, we would like for you to pause for a moment to think about the term. Very basically, a resource is a source of support. The support may be people (Human Resource), things (Physical Resource) or dollars (Financial Resource).

Consider for a moment an activity on which you are presently working. List several major resources which you are planning to use in support of this activity. Next, think about a resource which may be a source of support (potential), but which you have not included. Indicate why you decided not to include it, or are still undecided about it.

Planned Resource (indicate whether each is Human, Physical or Financial):

Potential Resource (indicate category):

As you reflect on resources, how do you prioritize and pursue possible sources of support? Share some of these ideas with your group . . . i.e. what works for you? Whether you view resource development as a "selling process," a lot of "leg work", a "hustle", or "strategy process", you have added some unique approaches as a result of your experience. When we share these learnings, we all grow a little more....that's mainstreaming!

Step 3 · Human Resources

Youth serving programs need two types of people, those to be served and those providing the service. The combination represents the "human resource" of the program. Those providing service can be further separated into program leadership and staff (assistants, volunteers, etc.).

The listing of present human resources in our current programs is the easy portion of this step. As you look at your mainstream goals, you have already started the process of identifying additional youth which you intend to serve (in fact, you may have started with this new group already in mind). Additional leadership and staff may have to be estimated until you have actually begun your mainstream program.

A note on "estimating". Planning is essentially a systematic approach to estimating needs in relation to proposed results. Accurate estimating requires collecting accurate information and ideas from those who have experience or knowledge in a related area. Ask questions . . . talk it over with others who are involved with similar programs . . . change your estimates as you learn more and gain experience.

John and Kathy

Because they did not have a specific group to serve in mind, John and Kathy collected human resource information even before they developed their goals. After talking over their ideas with leadership in their respective youth organizations, they estimate their human resource involvement.

They hope to attract at least 50% of the two identified groups, or 10 to 12 new participants. They estimate that no new leadership will be required, but begin to think of several persons who might be willing to assist them in special areas. Their "challenging" friend has agreed to help and will be asked to serve as a volunteer along with two other youth workers which have indicated an interest.

Step 4 · Physical Resources

For many programs the physical resources have been well worked out over a number of years. A meeting space, a gym, a camp or a swimming pool has become "the place" for the particular program. Equipment is similarly pretty well set, as well as how it is maintained and replaced. And problems of transportation have been addressed by public sources, car pools, scheduling program along with other activities where everyone is already present, etc.

For the mainstream program the physical resources may become a major problem area requiring considerable attention. A traditional meeting space may be accessible only by stairs and effectively prevent participation by a person in a wheelchair. Equipment may need modification for use by a person with a sight impairment, or for use by someone who uses crutches. A special section at the end of this workbook offers a checklist for many accessibility and adaptation problems.

After listing your present physical resources, check them out for any changes which may be necessary in order for your mainstream program to work. Consider other facilities if necessary. Modified or adapted equipment may be already available elsewhere on a loan basis. Transportation arrangements may be assisted by other groups or organizations.

John and Kathy

A total of six special programs have been planned for the combined youth groups of John and Kathy. They review the physical resources involved with each in relation to their mainstreamed group. Since none of the new participants have major physical disabilities, the accessibility question is asked in relation to social and/or psychological accessibility. One special activity is a St. Patrick's Day dance which has been traditionally held in a "place for the squares" - the school gym.

John checks around and discovers an available large meeting room in a restaurant which the owner will donate with the stipulation that a $100 damage deposit is provided. Since it is a frequently used meeting place for many of the students, it appears to be accessible.

The final event is an overnight camping trip. Kathy secures additional camping equipment on loan from a local Girl Scout unit.

Step 5 · Financial Resources

Yes, this is a budget! It need not be a detailed, sophisticated statement, but rather a simple listing of anticipated expenses and the income which will cover them. For some of you your present program budget may be part of an extensive agency financial plan which must be followed very carefully. For others a checkbook and one-half of a notebook page covers the financial resource issue quite well.

Briefly describe the budget of your current program. Indicate any additional expenses which you expect as a result of mainstreaming that program. These may include extra supplies, increased facility or manpower costs, and/or training, etc. Then indicate potential sources of income which may be available to cover the costs. Be realistic, particularly about sources of income - you will eventually have to make those contacts and secure the funds in order to operate your program.

John and Kathy

Because of their business background, John and Kathy have always been first-called when it comes to financial matters. It is easy for them so they have accepted the budgeting responsibility willingly.

As they review their budget for the six special activities, additional costs appear to be the greatest in the area of transportation. They tentatively decide to rent a bus for an out-of-town youth basketball tournament which is co-sponsored by a neighboring town's Boy's and Girl's Clubs. The overnight campout has been a big success in the past and planning was already under way to include a local 4-H Club and a Girl Scout group. Bus transportation appears to be the most economical for this as well. Several other supply categories are increased on a percentage basis to accommodate the increased number of participants.

John decides to contact the Transportation Committee of United Way. Several local unions have made small grants in the past and Kathy agrees to contact them for the increased cost of supplies.

Step 6 · Relationships and Processes

So far, you have dealt with specific parts of planning process. Now these parts must be put into an order, i.e., "here are 16 things which must happen in order for my mainstream program to be a reality." This is an outline - a statement of planned action.

The list deals not only with the parts of the new program, but also with coordination with your present program. What meetings will be necessary, who will call them and where will they be? Is additional training going to be necessary, for whom and where? Do you need to make special contacts for permission, public relations, additional insurance, doctor's release forms, or . . . .

John and Kathy

- A priority is placed on contacting participants. John agrees to making a brief presentation before two classes. Members of John and Kathy's youth groups agree to make a personal contact with each potential participant.

Coordination with other youth groups to be involved with the special activities is planned. John and Kathy decide on a meeting at their home with leaders from local community agencies including, YWCA, Future Homemakers of America, Jewish Community Center, Boy Scouts, Red Cross, YMCA, Camp Fire, Girl Scouts, Girls Clubs, Boys' Clubs, 4-H, etc. The mainstreaming effort will be explained at that time.

Arrangements for securing transportation and funding are added to the list.

Step 7. Calendar

At the same time that Step 6 is being completed, the scheduling of development activities should be considered, i.e., "this is when each part should be started and completed". Timing can be very critical in putting the parts of your program together. A critical first step may need to be taken before any subsequent action can occur, or it may be a sequence of activities, each dependent upon the previous ones.

Particularly when you want to get going quickly and/or have a lot of preparation to do, the calendar is an important tool. It also helps to communicate the importance of each part to those involved with your development process. It may even help the perpetual procrastinator to get started today rather than tomorrow!

John and Kathy

Since the six special activities involved in John and Kathy's mainstream program have already been scheduled, they deside to use the calendar as a basic checklist. They mark each item from their Relationships and Processes list for a starting time and completion date. It's posted at home, as well as taken to meetings of their separate youth groups and program development meetings.

Step 8· Evaluation

To begin the process of evaluating your mainstream program, you must first decide what it is you want to evaluate. This can be difficult. Is it learning . . . skill development . . . socialization . . . fun . . . or some combination of several factors? A potential source of financial support may say, "The money's yours only if you can tell us that a particular result is achieved." Sometimes your regular program participants can help, i. e., "This is what we have gained from being involved."

A second decision relates to your ability to measure or record what you want to evaluate. Skill development can be easy to measure. Fun may be very difficult to measure. It is important that you don't set out to evaluate something which you cannot measure. Yes, it's a simple thought, but frequently overlooked.

Finally, check to see if someone not related to your present or mainstream program is willing to evaluate. They may be a valuable asset to you in sharing an objective look at what's happened, and what you might want to do differently next time.

John and Kathy

While Kathy agrees with the need for evaluation, John thinks it's a waste of time. "I can tell by the look on their faces whether or not it's been a success." They agree to talk it over with their "challenging" friend.

It's decided that the friend will evaluate two school-related factors - grades and trips to the principal's office. Those who participate will be compared with those who don't from the two groups of identified students. They are not too sure what the results will mean, or if it's a fair evaluation, but at least it is a start. John will be checking the "look on their faces" and add it to the findings.

The Planning of Strategies

To develop a strategy or plan of "how-to-proceed", is a primary emphasis of any planning model. As you review the 8 steps which you have just completed, are you comfortable with your outline of how-to-proceed? Here are some questions which may help to clarify your strategies:

(1) Are your goals both long range and supported by short-term objectives?

(2) Are you able to state clearly and concisely;

(a) who you are planning to serve?

(b) what you are providing?

(c) how much it will cost?

(d) when you will know that you have been successful?

(3) Can you support the mainstream (integrated program) philosophy in discussion with a "non-believer"?

(4) Have you identified possible weaknesses in your plan that must be carefully monitored to insure success?

A final exercise involves discussion of such questions. First, divide your group into smaller groupings of 3 or 4 persons. Pick a question from the list or develop your own. Discuss your attitudes and feelings about the question. How do you react when someone asks this question of you? Does your reaction help you to answer the question, or does it interfere with your communication? Remember your learnings from the Personal Values Manual . . . our attitudes and values - how we feel about something - are an important part of our strategy in mainstreaming!

A Closing Note

As we stated in the beginning, it is our intent to introduce you to a simple and easy to follow program development model. Our story of John and Kathy is intended as one sample of how it might be used.

Yes, we have left out many details. You may find that you need extra help in some areas. Check it out with your local planning department, school administration office, United Way Planning Office, Human Resources Office and/or elsewhere. What you have learned so far will give you enough background to be able to communicate with most planners.

Don't be concerned that what you want to do isn't covered in the samples. We wanted only to share a way to help you get started, and not to tell you what to do. Our youth programs are noted for their creativeness in meeting needs, their capacity to adapt to local conditions and ability to be a source of involvement for many.

Mainstreaming is a new frontier for many of us. We have known of the needs of persons with disabilities, and perhaps shared in the excitement and fulfillment of serving some of them. It is now time that we take the next step of helping them to share equally in the society that we help to mold.

Program Description

NOTE: Describe briefly the primary characteristics of your program. Include information which would be helpful to another person in better understanding what you are doing, and planning to do in the "Mainstream" section.

CURRENT PROGRAM	MAINSTREAM PROGRAM (if different from Current Program)
PARTICIPANTS: Number, Age	
TIME: Starting, Ending, Length of Sessions	
LEADERSHIP & STAFF:	
ACTIVITIES:	
FACILITIES & EQUIPMENT USED:	
OTHER CHARACTERISTICS:	

Goals

NOTE: On this page list goals and objectives of your program and then the goals and objectives of your mainstreaming program.

CURRENT PROGRAM	MAINSTREAM PROGRAM (if different from Current Program)
GOALS	GOALS
OBJECTIVES	OBJECTIVES

Human Resources

NOTE: On this page list the Human Resources in three categories

CURRENT PROGRAM	MAINSTREAM PROGRAM (if different from Current Programs)
PARTICIPANTS:	
LEADERSHIP:	
SPECIAL VOLUNTEERS:	

Physical Resources

NOTE: On this page list the Physical Resources in three categories.

CURRENT PROGRAM	ADAPTATIONS (if necessary)
PARTICIPANTS:	
LEADERSHIP:	
SPECIAL VOLUNTEERS:	

Financial Resources

	CURRENT PROGRAM			MAINSTREAM PROGRAM (if different from Current Program)		
	Volunteer In-Kind Value	Paid Staff	Total	Volunteer In-Kind Value	Paid Staff	Total
PERSONNEL						
1. Program Director						
2. Troup Leader						
3. Club Leader						
4. Volunteers						
5. Others						

	Donated	Purchased	Total	Donated	Purchased	Total
SUPPLIES						
TRANSPORTATION/ TRAVEL						
EQUIPMENT						
INSURANCE						
MISCELLANEOUS ITEMS						
PROGRAM TOTAL						

Relationships and Processes

NOTE: This section of your plan provides you space to organize your actions. Be as detailed as necessary to provide a checklist of work which needs to be completed. Update this form as you proceed - it's your working plan.

ACTION STEP	PERSON RESPONSIBLE	DATE TO BE COMPLETED	DATE COMPLETED

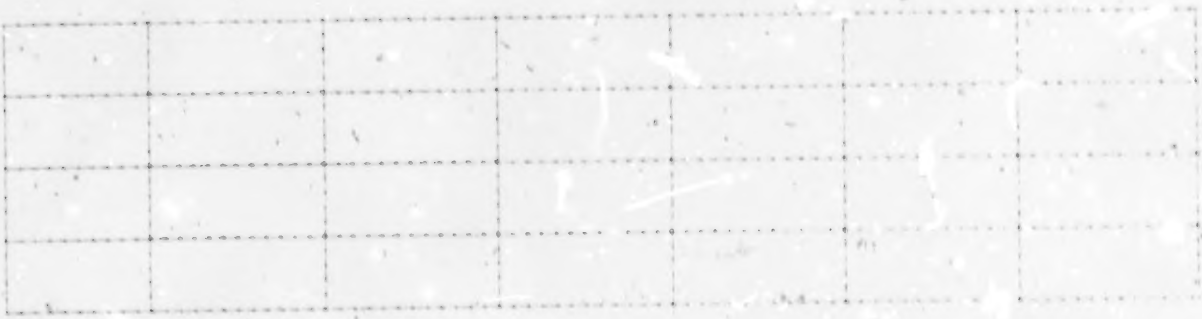
Calendar

NOTE: If you already maintain a calendar for your present program, you may not wish to use this form. Otherwise, use this page to help with scheduling and timing of your efforts.

MONTH _____

MONTH _____

MONTH _____



Evaluation

NOTE: How are you going to check out your achievements? It may involve some specific forms or tests, or it may be a simple survey of how your participants feel about the program. Be concise, evaluating the level of completeness when it is needed.

CURRENT PROGRAM	MAINSTREAM PROGRAM (if different from Current Program
GOALS AND OBJECTIVES	
SKILL DEVELOPMENT	
CONCLUSIONS AND RECOMMENDATIONS	

Accessibility Checklist

Serious attention must be given to accessibility and use of facilities including:

PARKING - should be of sufficient width and appropriate incline.

PASSENGER ARRIVING--LEAVING SPACE - Loading and unloading

WALKS - Walkways - ramps - handrails

RAMPS - 1 foot for every 12 feet of length.
Handrails 32" from the surface and extending 1 foot beyond the top and bottom of the ramp.
Platforms at least every 30 feet for long ramps or walks.

ENTRANCES - At least one wheelchair entrance to a building.

DOORWAYS - Unobstructed opening - easy to open - 32" wide minimum.

STAIRS - Non-slid surface and with adequate handrails

ELEVATORS - are accessible at the entry level.

POOL - Steps with two railings
Portable steps set into pool that can be stored when not in use
Deck-set lift or hoist
Platforms or resting places
Depth markings on the sides of pools
Water level flush with the deck
Provision for higher water temperature

GYM, RACQUETBALL COURTS - Are they accessible?

MEETING ROOMS - Are they accessible?

TOILET ROOM - of sufficient size to permit entry of wheelchair and closure of door
32 inches of clear opening and a minimum of 3 feet wide by 5 feet deep.
Door swing out
Equipped with handrails

SHOWER - Entry level, opening to sufficient width for clearance, handrails one side, stationery seat for mobility impaired and faucets that can be reached.

DRINKING FOUNTAINS AND PHONES - At least one each that is mounted for wheel chair use

CONTROLS - Reachable from wheelchairs

WARNINGS FOR DEAF AND BLIND - Are warning signals both audible and visible?
Are dangerous areas identified?
Do raised letters and numbers identify rooms?

Additional information is available in workshop materials and in American National Standards Institute (ANSI) specifications.

This is one of three manuals prepared to assist with the implementation of the mainstreaming concept. The authors recommend that you use all three manuals as resources as you work toward your goal of integrating persons with disabilities into your regular programs. The manuals are:

MAINSTREAMING: PERSONAL VALUES (Book No. 1)
MAINSTREAMING: A GUIDE TO DEVELOPING A PROGRAM (Book No.2)
MAINSTREAMING: YOUR PERSONAL GUIDE (Book No. 3)

Materials may be ordered from

Project MAY
P. O. Box 1781
Longview, Washington 98632

Purchase price for the set of the three manuals is:

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